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How Parenting Style Influences Children: A Review of Controlling, Guiding, and Permitting Parenting Styles on Children's Behavior, Risk-Taking, Mental Health, and Academic Achievement

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Abstract

Across cultures, parenting styles fall into three categories based on levels of demandingness and responsiveness. This literature review examines three categories of parenting styles and their influence on children's behavior, risk-taking, mental health, and academic achievement. Controlling parents are high on demandingness and low on responsiveness (Baumrind, 1991; Kim, in press). Guiding parents are high on demandingness and high on responsiveness (Baumrind, 1991; Kim, in press). Permitting parents are low on demandingness and low on responsiveness (Baumrind, 1991; Kim, in press). Based on positive and negative effects of each parenting style, this review concludes that the guiding parenting style is the most effective for children. Implications for parents include recognizing the need to provide both support and structure for children.

Keywords: authoritarian parenting, authoritative parenting, controlling parenting, guiding parenting, parenting styles, permissive parenting

Recently a renewed interest regarding parenting styles has stimulated discussion over the best methods of parenting across all cultures (Taub, 2008). Headlines regarding “helicopter parents” (those who hover over their children) and “snow plow parents” (those who push obstacles out of their children's way) highlight this renewed conversation on how best to parent. What journalists and writers may have forgotten is that more than four decades worth of research on parenting styles demonstrates the effects each style has on outcomes for children (Baumrind, 1971; Taub, 2008). At a time when parents are seeking the most effective ways to be involved in the education of their children, examining their parenting styles and promoting guiding parenting is warranted.

Parenting styles affect children in the areas of behavior, risk-taking, mental health, and

academic achievement (Baumrind, 1971; Chen, Dong, & Zhou, 1997; Ishak, Low, & Lau, 2012; Trinkner, Cohn, Rebellon, & Van Gundy, 2012). Baumrind (1971) introduced three parenting styles as patterns of parental authority: authoritarian, authoritative, and permissive parenting. These parenting styles are differentiated from one another based on their levels of demandingness and responsiveness to children (Baumrind, 1991; Martinez & Garcia, 2008; Ishak et al., 2012). Demandingness is the extent to which parents exert control, power, and supervision over their children, as well as set limits on their children (Baumrind, 1991; Martinez & Garcia, 2008). Responsiveness is the extent to which parents show their children affective warmth and acceptance, give support, and reason with them (Baumrind, 1991; Martinez & Garcia, 2008).

For the purposes of this study, the parenting styles will be called controlling (authoritarian),

RESPONSIVENESS	DEMANDINGNESS	
	HIGH	LOW
	Guiding Parenting (Authoritative)	Permitting Parenting (Permissive)
	Controlling Parenting (Authoritarian)	Neglecting Parenting (Rejecting)

Figure 1. Parenting styles differentiated by level of demandingness and responsiveness.

guiding (authoritative), and permitting (permissive) (Kim, in press). Controlling parents are high on demandingness and low on responsiveness, guiding parents are high on demandingness and high on responsiveness, and permitting parents are low on demandingness and low on responsiveness (Baumrind, 1991; Martinez & Garcia, 2008). These differences are illustrated in Figure 1.

Although past studies have indicated the guiding parenting style is the most effective parenting style, research has neglected to describe where the line is drawn between controlling parenting and guiding parenting, and between guiding parenting and permitting parenting (Baumrind, 1971; Baumrind, 1991; Ishak et al., 2012; Maccoby & Martin, 1983; Milevsky, Schlechter, Netter, & Keehn, 2007).

Controlling Parenting

Controlling parenting, also known as authoritarian parenting, is characterized by a high level of demandingness and a low level of responsiveness (Baumrind, 1991; Ishak et al., 2012; Kim, in press; Luyckx et al., 2011; Miller, Lambert, & Speirs Neumeister, 2012). Controlling parents are strict with their children and emphasize discipline over nurturing (Miller et al., 2012), but are detached and unreceptive to their children's needs (Trinkner et al., 2012). They assert high levels of control, set rules and restrictions (Baumrind, 1971; Chen et al., 1997; Greening, Stoppelbein, & Leubbe, 2010; Miller et al., 2012), have high demands (Greening et al., 2010), and are rejecting of their children (Chen et al., 1997). Controlling parents enforce a structured environment with punitive and prohibitive discipline (Baumrind, 1971; Chen et al., 1997; Ishak et al., 2012; Kang & Moore, 2011; McKinney, Milone, & Renk, 2011) and punishment (Chan & Chan, 2005). The harsh and often unwarranted

punishments that result from controlling parenting make it potentially damaging for children.

Guiding Parenting

Guiding parenting, also known as authoritative parenting, is characterized by a high level of demandingness and a high level of responsiveness (Baumrind, 1991; Ishak et al., 2012; Kim, in press; Luyckx et al., 2011; Miller et al., 2012). Guiding parenting uses a mixture of controlling – but not restrictive – practices, with positive encouragement for autonomy and independence towards children (Baumrind, 1971). Guiding parents recognize and nurture the uniqueness of their children (Ishak et al., 2012) and are accepting of their children (Bronte-Tinkew, Moore, & Carrano, 2006; Miller et al., 2012). Guiding parents discourage emotional dependency and infantile behavior (Baumrind, 1971). They provide rewards for positive behaviors and use discipline without physical punishment to curb delinquent behavior (Hoeve et al., 2008; Bronte-Tinkew et al., 2006). Although controlling parents also assert direction over their children's behavior, guiding parents acknowledge their children's feelings and explain the reasons for their directing behavior, such as setting rules and expectations; controlling parents do not (Baumrind, 1971).

Permitting Parenting

Permitting parenting, also known as permissive parenting, is characterized by low levels of demandingness as well as low levels of responsiveness (Baumrind, 1991; Ishak et al., 2012; Kim, in press; Luyckx et al., 2011; Miller et al., 2012; Robinson, Mandelco, Olsen, & Hart, 1995). Permitting parenting is non-controlling, non-demanding, and warm (Baumrind, 1971). Permitting parents are responsive to their children but not demanding; they behave in a non-punitive and affirmative manner toward their children (Baumrind, 1971; McKinney et al., 2011). Although permitting parents are accepting of their children, they exhibit little control over their children's behavior (Baumrind, 1971; Robinson, et al., 1995) and give freedom to their children's impulses, desires, and actions (Baumrind, 1971; Miller et al., 2012).

Although permitting parents give considerable support to their children, the permitting parents' lack of control of their children negates the benefits of their responsiveness.

Research sometimes differentiates between two types of permitting parenting: indulging parenting, when parents exhibit low levels of demandingness with high levels of responsiveness, and neglecting parenting, when parents engage in low levels of demandingness and low levels of responsiveness (Baumrind, 1991; Maccoby & Martin, 1983; Milevsky et al., 2007).

Indulging Parenting

Indulging parents are tolerant, warm, and accepting; they exercise little authority, make few demands behaviorally, and allow considerable self-regulation by their children (Glasgow, Dornbusch, Troyer, Steinberg, & Ritter, 1997; Maccoby & Martin, 1983). Indulging parents offer support to their children with the absence of strict control (Huver, Otten, de Vries, & Engels, 2010). They avoid confrontation and regard issues as belonging to their children's personal domain (Jutengren & Palmerus, 2006). The indulging parenting style, although the more positive of the two permitting parenting styles, is too focused on creating an amiable rapport between parents and their children, and lacks the guidelines and enforcement necessary for effective parenting.

Neglecting Parenting

In a further extension of the Baumrind (1971) model, Maccoby and Martin (1983) added the neglecting parenting style as a subtype of permitting parenting, sometimes referred to as rejecting parenting (Baumrind, 1971). Also known as uninvolved parenting, neglecting parenting represents a style of parenting that is low on both control and affiliation, with low levels of demandingness and responsiveness (Baumrind, 1991; Glasgow et al., 1997; Maccoby & Martin, 1983; Rhee et al., 2006; Speirs Neumiester & Finch, 2006). Neglecting parents let their children have their way because they do not want to get involved (Jutengren & Palmerus, 2006), nor do they monitor, guide, or support their children (Adalbjarnardottir & Hafsteinsson, 2001). Whereas indulging parents are committed to

their children, neglecting parents are preoccupied with their own problems and are disengaged from parental responsibilities (Glasgow et al., 1997). The neglecting parenting style disadvantages children by not offering them support or boundaries, while the guiding parenting style offers both.

Influence of Controlling Parents on Children

Controlling parenting results in unfavorable outcomes for children in the areas of behavior, risk-taking, mental health, and academic achievement.

Behavior

Controlling parenting is related to less positive adjustment for children (McKinney et al., 2011). Children of controlling parents lack independence compared to children with parents of other styles (Baumrind, 1971). Children with controlling parents lack self-reliance and rely on authority figures to make their decisions for them, as children of controlling parents are accustomed to having their parents make most of their decisions (Chan & Chan, 2005; Kang & Moore, 2011). As a result, children with controlling parents are less likely to engage in exploratory behaviors or those that challenge them as compared to children with parents of other styles (Chan & Chan, 2005).

Controlling parenting is also negatively associated with peer acceptance (Chan & Chan, 2005), and sociability competence in children – the ability to use social skills appropriately (Chen et al., 1997). Moreover, children with controlling parents are associated with lower sociability in general (Porter et al., 2005). In situations with a controlling context (such as the military), children with controlling parents experience poorer adjustment and have lower levels of coping ability adjusting to the controlling context (Mayseless, Scharf, & Sholt, 2003).

Children with controlling parents are positively associated with more frequent behavior problems than children with parents of other styles (Chen et al., 1997; Greening et al., 2010; Tan, Camras, Deng, Zhang, & Lu, 2012). Controlling parenting is associated with increasing both externalizing and internalizing problems in children compared to other parenting styles (Gunnore, Hetherington, & Reiss, 2006; Luyckx et al., 2011; Rinaldi & Howe, 2012). Externalizing behaviors are those dealing with aggression, attention problems, and hyperactivity, whereas internalizing behaviors concern depression, withdrawal, and anxiety (Kang & Moore, 2011; Rinaldi & Howe, 2012). This increased aggression, decreased self-esteem, and decreased sociability found in children of controlling

parents provides conclusive evidence of the harmfulness of the controlling parenting style.

Risk-taking

The controlling parenting style also has negative effects on the level of risk-taking found in children. Children with controlling parents are less likely to view their parents as legitimate sources of authority and are more likely to resist their parents' attempts at socializing with them (Trinkner et al., 2012). Children with controlling parents are positively associated with delinquency, behavior violating public laws (Trinkner et al., 2012), and with increased substance use (Greening et al., 2010). Controlling parenting also predicts lower levels of social responsibility in children (Baumrind, 1971; Gunnoe et al., 2006).

Mental health

Controlling parenting has been correlated detrimentally with several dimensions of mental health in children (Greening et al., 2010; Gunnoe et al., 2006; McKinney et al., 2011; Nguyen, 2008). Psychopathology is one of the dimensions positively correlated with controlling parenting (Gunnoe et al., 2006). Children with controlling parents are also associated with lower self-esteem than children with parents of other styles (Martinez & Garcia, 2008; Nguyen, 2008).

Additionally, children with controlling parents are more likely to have depression than children with guiding parents (Nguyen, 2008). Suicidal ideation and suicidal behavior is also increased in children with controlling parents (Greening et al., 2010). Poorer emotional adjustment, which includes self-esteem, depression, and anxiety, is more common in children with controlling parents (McKinney et al., 2011), and negative emotionality (negative features of temperament) is higher in children with controlling parents (Porter et al., 2005). Controlling parenting exacerbates the negative features of children's temperaments because demanding parenting elicits negative emotions in children over time (Porter et al., 2005). Children with controlling parents are more discontent, withdrawn, and distrustful than children of other parenting styles (Baumrind, 1971). Perfectionism – having excessively high standards – is also positively correlated with having controlling parents (Miller et al., 2012).

Psychological flexibility, the ability to adapt to situational demands, shift perspectives, balance competing needs, and change or maintain behavior

when appropriate, is negatively correlated with children with controlling parents (Williams, Ciarrochi, & Heaven, 2012). Children with controlling parents are less capable of regulating their emotions, thoughts, and behaviors by appropriately applying regulatory strategies (Williams et al., 2012). Their self-control and self-regulation is worse than children with guiding parents, which can lead to distress and psychopathology (Williams et al., 2012).

Academic Achievement

There is conflicting research on the association between academic achievement and children with controlling parents (Chen et al., 1997; Greening et al., 2010; Ishak et al., 2012; Kang & Moore, 2011). Multiple studies found that children with controlling parents are more likely to be successful in school than children with parents of other styles (Chen et al., 1997; Ishak et al., 2012; Kang & Moore, 2011). Specifically, children with controlling parents score higher in core courses than children with parents of other parenting styles (Kang & Moore, 2011). Additionally, the controlling parenting style has been found to moderate the effect of academic self-concept (the attributes, abilities, attitudes and values believed to define oneself) on academic achievement in children (Ishak et al., 2012). Children with controlling parents are also more decisive when making career decisions than children with parents of other styles (Cenkseven-Önder et al., 2010). This may be because controlling parents make their children's career decisions for them (Cenkseven-Önder et al., 2010).

Other studies found that children of controlling parents do less well academically (Steinberg, Lamborn, Darling, Mounts, & Dornbusch, 1994). Baumrind (1971) found female children of controlling parents (though not male children of controlling parents) are less likely to be achievement oriented than female children of guiding parents, but are not associated with high or low levels of competence. The controlling parenting style has also been correlated with home environments less conducive to creativity because controlling parents are restrictive and reduce the independence of children (Miller et al., 2012). Although there is conflicting research on the effects of controlling parenting on children's academic achievement, the existence of research

pointing to the negative consequences still suggests that controlling parenting may be damaging to children in the context of academic achievement.

Children with controlling parents are also more extrinsically motivated than intrinsically motivated when learning, meaning they are more motivated by external rewards than internal gratification (Chan & Chan, 2005; Kang & Moore, 2011). Similarly, children of controlling parents are associated with a focus on performance goals (demonstrating their abilities by outperforming others) more than learning goals (developing competence on a task) (Chan & Chan, 2005). When children of guiding parents are extrinsically motivated, they are less likely to be successful and driven throughout their lives than students who are intrinsically motivated (Ghazi, Ali, Shahzad, & Khan, 2010).

Influence of Guiding Parents on Children

Guiding parenting results in more positive outcomes than other parenting styles (Baumrind, 1971; Trankner et al., 2012). These positive outcomes are evident in behavior, risk-taking, mental health, and academic achievement.

Behavior

Guiding parenting has the most advantageous effect on children's behavior, compared to other parenting styles. Guiding parenting is negatively correlated with behavioral problems in children (Kaufmann et al., 2000). In particular, guiding parents' children are negatively correlated with externalizing problems, such as aggression, attention problems, and hyperactivity (Rinaldi & Howe, 2012; Tan et al., 2012). Children of guiding parents are self-reliant and self-controlled, which helps them avoid making impulsive decisions resulting in negative behaviors (Baumrind, 1971; Trankner et al., 2012). Children with guiding parents are also described as more adventurous than children from other parenting styles (Baumrind, 1971; Chan & Chan, 2005).

Chen et al. (1997) found that guiding parenting is related to social adjustment of children, such as a positive association between guiding parenting and children's peer acceptance and social competence, and a negative association between guiding parenting

and social difficulties (Chen et al., 1997). Guiding parents' warmth and encouragement are linked to children's confidence and positive world outlook, which lead to positive behaviors with their peers and positive peer interactions (Chen et al., 1997). Children of guiding parents also have more adaptive behaviors than children of controlling parents, such as better social skills and adaptability to situations (Rinaldi & Howe, 2012).

Risk-taking

Children with guiding parents are less likely to participate in risky behaviors than children with parents from other parenting styles (Bronte-Tinkew et al., 2006). Children with guiding parents are also less likely to engage in substance abuse than children with controlling parents (Bronte-Tinkew et al., 2006). Specifically, research showed a connection between children's first time substance abuse and fathers' monitoring and awareness (Bronte-Tinkew et al., 2006). Father's monitoring and supervision are examples of the types of strict behaviors associated with those of guiding parenting and contribute to the low levels of risk-taking behavior found in children with guiding parents (Baumrind, 1971; Bronte-Tinkew et al., 2006). This monitoring of children's behavior is one example of why children of guiding parents engage in less risk-taking than the children of other parenting styles.

Mental Health

Nguyen (2008) found that children with guiding parents demonstrate high levels of self-esteem, sense of self, independence, and confidence. Additionally, guiding parenting is not associated with children's suicidal ideation or behavior (Greening et al., 2010). The more parents invest in being involved with their children, granting autonomy and creating structure, the more positively children perceive their own mental health and psychological development (Gray & Steinberg, 1999). Children who are accepting of their parents and psychologically mature are more receptive to their parents' expectations (Gray & Steinberg, 1999). Children of guiding parents demonstrate more positive mental health behaviors than children of other parenting styles.

Academic Achievement

Despite conflicting research regarding the effects of controlling parents on academic achievement, research conclusively demonstrates the positive effects of guiding parents on academic

achievement. Children with guiding parents perform better academically than children of other parenting styles (Dornbusch, Ritter, Leiderman, Roberts, & Fraleigh, 1987; Steinberg, Emen, & Mounts, 1989; Steinberg et al., 1994; Walker, 2008). Guiding parents have a more positive impact on children's academic achievement than permitting or controlling parents (Dornbusch et al., 1987; Steinberg, Elmen, & Mounts, 1989; Steinberg & Lamborn, 1992; Walker, 2008). Guiding parenting improves academic self-concept, which influences academic achievement in children (Ishak et al., 2012).

Steinberg et al. (1989) found children with guiding parents are more successful academically due to guiding parents' acceptance, psychological autonomy, and behavioral control. These students are more engaged and, consequently, more successful in school as a result of their parents' involvement in their education (Steinberg & Lamborn, 1992). Guiding parents maintain a balance of involvement and granting autonomy in their children's lives, which creates an environment where children with guiding parents develop strong self-image and perform better academically than children of other parenting styles (Gray & Steinberg, 1999).

Lastly, children with guiding parents are more intrinsically motivated than extrinsically motivated (Chan & Chan, 2005; Kang & Moore, 2011). Children with guiding parents are more motivated by internal gratification than external rewards (Chan & Chan, 2005). When children of guiding parents are internally motivated, these children see goals as attainable and as a result are more likely to be successful and driven throughout their lives than students who are only extrinsically motivated (Ghazi et al., 2010).

Influence of Permitting Parenting on Children

Although permitting parents are not as detrimental to children as controlling parents, permitting parents are not as beneficial as guiding parents (Trinkner et al., 2012). Positive and negative effects result from permitting parents' influence on children in behavior, risk-taking, mental health, and academic achievement (Baumrind, 1971; Rhee et al., 2006; Rinaldi & Howe, 2012).

Behavior

Male children with permitting parents score high on behavioral tendencies including hostility, resistance, and dominance (Baumrind, 1971). Male children with permitting parents lack social responsibility and independence relative to male children of controlling parents (Baumrind, 1971). Female children with permitting parents are more resistive and less independent than female children of guiding parents (Baumrind, 1971).

In addition, children of permitting parents exhibit negative behavioral outcomes including internalizing, externalizing, and attention problems and disorders (Rinaldi & Howe, 2012). Children of permitting parents are twice as likely to be overweight compared with children of guiding parents (Rhee et al., 2006). The permitting parenting style has negative effects on the behavior of children, including resistance, hostility, and lack of social responsibility, that is not found with the guiding parenting style (Baumrind, 1971; Rhee et al., 2006; Rinaldi & Howe, 2012).

Risk-taking

Having a parent with an uninvolved or permissive parenting style is associated with the risk of initial delinquent activity across a variety of delinquent behaviors (Bronte-Tinkew et al., 2006). Children with permitting parents are more likely to engage in risk-taking behaviors including sexual risk-taking and alcohol or drug experimentation (Adalbjarnardottir & Hafsteinsson, 2001; Huebner & Howell, 2003; Patock-Peckham, & Morgan-Lopez, 2006). The permitting parenting style increases impulsiveness, decreases personal control, and increases both alcohol use and alcohol-related problems for children, which is not found in the guiding parenting style (Patock-Peckham, & Morgan-Lopez, 2006).

Mental Health

The permitting parenting style also has negative effects on the mental health of children of permitting parents compared to children of other parenting styles. Children with permitting parents are self-confident but show lower levels of self-control, high aggression, and independence (McClun & Merrell, 1998; Rhee et al., 2006). Although there is limited research investigating links between suicidal behavior and the permitting parenting style, because the children of permitting parents struggle with self-control and poor impulse control, children of permitting parents are more at

risk for self-destructive behavior (Greening et al., 2010).

Academic Achievement

Baumrind (1971) found that children with permitting parents are less achievement-oriented than children of other parenting styles. According to reports from permitting parents and their children, those children score lower on their core courses than the children of guiding parents (Kang & Moore, 2011). In addition, children of permitting parents tend to score low in social and cognitive competence and score high on measures that demonstrate immaturity, lack of impulse control, and self-reliance (Dornbusch et al., 1987; Jutengren & Palmerus, 2006). Children with permitting parents may have lower academic performances than children with parents of other styles, as children with permitting parents struggle with high frustration and low persistence with difficult tasks (Kang & Moore, 2011).

Miller et al. (2012), however, found that children with permitting parents tend to have a high connection with creativity, because parents who utilize the permitting parenting style demonstrate higher creativity levels than guiding or controlling parents. It may be that the high degree of responsiveness found in permitting parenting is what is most important for nurturing creativity (Baumrind, 1991; Miller et al., 2012).

Influence of Indulging Parents on Children

Children of indulging parents differ slightly from children of permitting parents, as children with indulging parents are disengaged from school and show a higher frequency of involvement in deviant behaviors (McClun & Merrell, 1998; Rhee et al., 2006). Children who describe their parents as indulging score higher than those whose parents are neglecting on the measures of perceived competence and work orientation and lower on the index of psychological symptoms (Lamborn et al., 1991). Children from indulging and neglecting homes do not differ with respect to problem behaviors and school performance (Lamborn et al., 1991). Although children from indulging families report higher levels of experimentation with drinking and smoking

than their peers with controlling and guiding parents, it appears children from indulging parents are more protected from experimentation with substances than their peers with neglecting parents (Adalbjarnardottir & Hafsteinsson, 2001). Children from indulging families score higher than children from controlling parents on measures of social competence and self-reliance, but lower than children of guiding parents in work orientation and self-perception of academic ability (Glasgow et al., 1997).

Influence of Neglecting Parents on Children

Neglecting parenting is associated with unfavorable outcomes, such as high rates of depression, high rates of smoking, poor school achievement, and low psychosocial development (Rhee et al., 2006). Neglecting children are twice as likely to be overweight compared with children with parents of other styles (Rhee et al., 2006). Children who characterize their parents as neglecting are more likely to have tried smoking, experimented with underage drinking, and experimented with illicit drug use than children from indulging parents (Adalbjarnardottir & Hafsteinsson, 2001).

In a study on sexual risk-taking, respondents who reported their parents never or rarely monitored their whereabouts were more likely to engage in risk-taking behaviors (Huebner & Howell, 2003). Although parenting style did not correlate directly with sexual risk-taking, children who are not closely monitored by their parents are more likely than their peers who are well-monitored by their parents to demonstrate high sexual risk-taking behaviors (Huebner & Howell, 2003). Compared to children with parents of other styles, children with neglecting parents show the lowest level of psychological and social adjustment, with low levels of self-regulation and cognitive competence (Glasgow et al., 1997). The deleterious effects of neglecting parenting continue to accumulate over time (Glasgow et al., 1997) in comparison with the continued positive effects of the guiding parenting style on children.

Summary

By analyzing similarities and differences in the parenting styles, conclusions can be made identifying which parenting practices are the most effective. Guiding parenting is more beneficial to children's behavior, risk-taking, mental health, and academic achievement than controlling or

permitting parenting (Baumrind, 1971; Bronte-Tinkew et al., 2006; Chan & Chan 2005; Gray & Steinberg, 1999; Kaufmann et al., 2000; Nguyen, 2008; Trinkner et al., 2012).

Both controlling and guiding parents exhibit high levels of demandingness in contrast to permitting parents who have low levels of demandingness (Baumrind, 1991). When controlling parents establish rules, they expect their children to follow the rules without explanation (Baumrind, 1971; Chen et al., 1997; Greening et al., 2010; Ishak et al., 2012; Kang & Moore, 2011; Trinkner et al., 2012). Guiding parents also set rules and limits on their children; however guiding parents differ from controlling parents by taking children's feelings into consideration and engaging in conversations with their children explaining why rules are important (Baumrind, 1971). Permitting parents also consult with their children about rules and expectations; however permitting parents exert little control over their children's behavior and do not encourage their children to follow rules (Baumrind 1971; Miller et al., 2012). Neither indulging nor neglecting parents create or enforce rules for their children (Glasgow et al., 1997).

Guiding parents exhibit a high level of responsiveness in contrast to both controlling and permitting parents, who exhibit low levels of responsiveness (Baumrind, 1991). Guiding parents show warmth in recognizing their children's uniqueness and are accepting while showing support and offering encouragement (Baumrind, 1971; Ishak et al., 2012; Miller et al., 2012). Controlling parents are detached and unreceptive to their children's needs, emphasizing discipline instead (Chen et al., 1997; Ishak et al., 2012; Trinkner et al., 2012). Like guiding parents, permitting parents are accepting of their children; however, permitting parents show no attempts to reason with their children and instead give excessive freedom to their children's impulses, desires, and actions (Baumrind, 1971; McKinney et al., 2011; Miller et al., 2012). Indulging parents are supportive of their children, but often overlook their children's needs; neglecting parents, on the other hand are disengaged with their children's lives (Glasgow et al., 1997). As a result of guiding parents' warmth, acceptance, and encouragement, children of

guiding parents have better outcomes in the areas of behavior, risk-taking, mental health, and academic achievement than children of other parenting styles (Baumrind, 1971; Bronte-Tinkew et al., 2006; Chan & Chan 2005; Gray & Steinberg, 1999; Kaufmann et al., 2000; Nguyen, 2008; Trinkner et al., 2012).

Despite some similarities between how parents from different parenting styles are characterized in terms of demandingness and responsiveness, examining how guiding parents interact with their children explains why their children demonstrate more positive behaviors, participate in less risk-taking, have better mental health, and achieve higher academically than children from other parenting styles (Baumrind, 1991; Bronte-Tinkew et al., 2006; Chan & Chan 2005; Gray & Steinberg, 1999; Kaufmann et al., 2000; Nguyen, 2008; Trinkner et al., 2012).

Conclusion

The main finding of this literature review is that the guiding parenting style produces better outcomes for children than the controlling or permitting parenting styles. By reviewing the evidence in previous literature, it is evident that the guiding parenting style produces better outcomes for children in the areas of behavior, risk-taking, mental health, and academic achievement.

Another finding in this literature review is that the line between guiding parents and controlling parents is drawn between high responsiveness and low responsiveness. When a parent has a high level of demandingness and low level of responsiveness, a parent becomes controlling. However, if a parent can maintain high responsiveness and high demandingness the parent will embody the qualities of a guiding parent. Similarly, the line between guiding parents and permitting parents is drawn between high demandingness and low demandingness. When a parent has a high level of responsiveness and low demandingness a parent becomes permitting; however, if a parent can maintain high demandingness and high responsiveness, the parent will embody the qualities of a guiding parent. If a guiding parent veers from high responsiveness or high demandingness he or she risks becoming a controlling or permitting parent and producing detrimental effects on children.

Implications

The findings of this literature review have

implications for parents regarding modeling the ideal parenting style. Controlling and permitting parenting styles have both harmful and beneficial effects on children, whereas the guiding parenting style has only benefits for children. Parents must heed this research knowledge, examine their own parenting styles, and possibly change their parenting styles to ensure the best outcomes for their children.

To do so, parents must know how each parenting style looks. Controlling parents lack nurturing qualities towards their children and use physical punishment to enforce their rules. Controlling parents expect their children to obey them without explanation and have no consideration for their children's wishes. Permitting parents, in contrast, have excessive nurturing qualities and appease their children's wishes by not setting boundaries. Permitting parents operate without rules and can sometimes enforce harsh punishment after becoming frustrated with their lack of control of their children. Guiding parents, the ideal model for parents to emulate, provide an equal balance between controlling and permitting parents. Guiding parents set clear rules, provide structure, have reasonable expectations, and offer adequate support for their children, while encouraging their independence.

Teachers are in a key position to support parents by informing them about the parenting styles and best practices utilized by guiding parents. They can discuss parenting styles during information sessions and parent-teacher conferences. Teachers can also distribute literature and brochures highlighting the specific behaviors found in each parenting styles.

School counselors, school psychologists, and school administrators can serve as resources for parents to consult with regarding appropriate parenting styles. These educators can collaborate to hold parent workshops on parenting styles, host guest speakers on parenting practices, and pool resources for a parent information library at their school including information on best parenting styles. By providing this information in an accessible and well-publicized manner, educators can inform parents about crucial material that they may not otherwise have been exposed to.

Researchers should continue to examine

the influences parenting styles have on children. The influence parenting styles have on areas such as college matriculation, children's future parenting styles, and children's life satisfaction as adults still needs to be explored. Lastly, as technology, education, and social norms continue to evolve, researchers must investigate how parenting styles should change to best meet the needs of children.

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